

## Woodward Granger Elementary Building Professional Development Plan, 2005-2007

### Leadership Team at Woodward Granger Elementary School

- 8 members: Principal, Dianne Anderson; Teachers: Michelle –, Ryan –, Terri –, Deana –, Brent –, Diane –; AEA Team: Sara Moses, Director of Curriculum/Instruction, Pam Armstrong-Vogel, ad hoc member
- Meets bi-monthly for 1 to 2 hours for each meeting.
- The Building Leadership Team leads the planning for building school improvement, with special focus on identifying appropriate content and research base, designing a formative data collection plan, and organizing collaborative teams. This team plans PD sessions in conjunction with trainers and teachers based upon data collection and analysis and needs of staff and students, providing feedback to faculty on emerging results.

### Data for Woodward-Granger Elementary School

We examined all our data when discussing our priorities. These findings were most influential in determining our PD target.

- *(This section needs to be completed to discuss the summary of specific data to support the need for fluency improvement at grades K, 1, 2 and reading comprehension at grades 3, 4, and 5)*

### PD Target for Woodward-Granger Elementary School

(District PD target is also reading comprehension.)

- Fluency is the primary issue at grades K, 1, and 2
- Comprehension is the area of focus at grades 3, 4, and 5

### Content/SBR for Woodward-Granger Elementary School

#### 2005-2006 Year

#### **FLUENCY-**

For ALL GRADES:

- 1) Reader's Theatre
- 2) Paired Reading

#### **COMPREHENSION-**

For Grades K-2:

- 1) Think Alouds
- 2) Venn Diagrams

For Grades 3-5:

- 1) QAR's
- 2) *Ask MS Teachers what kids need*

#### **DECODING:**

For Grades K, 1 and Special Ed:

- 1) Ladders to Literacy

#### **PHONEMIC AWARENESS:**

For grades K-1

Continue what we are currently doing –**WE NEED A DESCRIPTION OF WHAT THIS IS** for the Building Plan (Initial Sounds, Segmenting, Roland Good program)

**VOCABULARY:**

For grades 2-5:

- 1) Mnemonics

1) \_\_\_\_\_ studies on Reader's Theater are attached to this document. We chose this strategy/program because the implementation in the study showed that regular, weekly, implementation increases fluency and engages the student. Our teaching staff will be implementing this strategy in the same manner outlined in the research.

*NEED SUPPORTING EVIDENCE OF CONNECTION TO COMPREHENSION.*

2) \_\_\_\_\_ studies on QAR are attached to this document. *NEED MORE INFORMATION*

*3) NEED INFORMATION ABOUT SBR PROGRAM AND IMPLEMENTATION for other chosen strategies (This will be done by Professional Development and Research Team)*

**PD Design for Woodward-Granger Elementary School**

**2005-2006**

- 19 early dismissal PD days and one full day of pre-service will be devoted to learning about the Building PD plan, the Individual Career Development Plan, and the processes for staff to use as they implement the Building Plan.
- 4 sessions will focus on aligning curriculum through curriculum mapping
- 3 sessions will focus on sharing information regarding use of new FOSS science kits
- 11 of the 19 early dismissal days will be training on reading strategies that will focus on:

**FLUENCY-**

for ALL GRADES:

- Reader's Theatre
- Paired Reading

**COMPREHENSION-**

For Grades K-2:

- Think Alouds
- Venn Diagrams

For Grades 3-5:

- QAR's

**DECODING:**

For Grades K, 1 and Special Ed:

- Ladders to Literacy

**PHONEMIC AWARENESS:**

For grades K-1

- Continue what we are currently doing –**WE NEED A DESCRIPTION OF WHAT THIS IS** for the Building Plan (Initial Sounds, Segmenting, Roland Good program)

**VOCABULARY:**

For grades 2-5:

- Mnemonics

For grades 3-5

???

Each grade level or cluster of grade levels will focus on one SBR strategy at one time with students. As we are certain that implementation is true to the model and consistently done, we will then move to the next chosen strategy.

Each session will include theory and research on the strategies being learned, demonstrations of the strategy and opportunities for practice through peer teaching and lesson development

**Provider:**

- The local AEA will be our provider of record and will provide technical assistance on the design and implementation of our PD program. Sara Moses, AEA school psychologist, is the primary person assisting from the team. Anita Westerhaus, school improvement consultant, will assist as needed.

**Learning Opportunities for Woodward-Granger Elementary School**

- In addition to the days of training, collaborative teams will meet by grade levels on a weekly basis during shared planning time.
- Each teacher is also assigned to a team. During professional development days, the 3<sup>rd</sup> Wednesday of each month, (or previous session) the various teams will meet and help aggregate and disaggregate data that will help inform building decisions. This information will be passed to the BLT, who will then have information needed for their meeting the following day.

These teams are:

**Data and Assessment Team**

*Sara (BLT)*

*Brent (BLT)*

*Ellen*

*Jan*

*Kristi*

*Steven*

- Look for patterns or gaps in data
- Identify usable data
- Look for practical assessments to obtain data
- Report to BLT

**Mapping Team**

*Rena*

*Jill Trainum*

*Carla*

*Jan and Kelly assist with Atlas*

- Assist teachers with Atlas
- Assist in planning mapping days for PD

**Professional Development and Research Team**

*Terri (BLT)*

*Diane (BLT)*

*Deana (BLT)*

*Sara (BLT)*

*Jill Tallman*

- Find SBR strategies to match our data
- Plan PD to match data needs
- Report to BLT
- 1-2 strategies
- Model and instruct chosen strategies and help staff to understand theory behind the strategies

**Implementation Team***Michelle (BLT)**Deb**Kelly**Lisa**Megan**Nicole*

- Review logs from meetings
- Red flag incomplete or inadequate logs
- Share results of logs to BLT
- Recommend to PD Team if further training is needed for particular strategies
- Insure fidelity of staff participation

**Collaboration***Ryan (BLT)**Linda**Gail**Kayla*

- Assist in scheduling times for observations
- Keep track of observations
- Review collaboration minutes
- Red flag collaboration minutes if incomplete or inadequate

**Implementation Plan and Monitoring of Implementation for Woodward-Granger Elementary School**The expectation is that all teachers will complete these forms*Weekly:***Collaboration Minutes****Implementation Protocol****Implementation Log***Monthly:*

The **Formative Data Recording Sheet** will be completed monthly during the second collaboration meeting of the month.

*As information becomes available:*

**Formative Assessment Alignment** form will be completed during the month of September. **Formative Data charts/tables** for the various assessments will be completed by grade level teams as data is

available.

*Following observations:***Observation and Feedback** formAdministrators will use these forms:**Walk-through form** (copy given to teacher each visit)**What are the responsibilities of the Teachers?**

Observe in another classroom (SBR strategy) 3 x year

Be observed using SBR strategy 3 x year

Be involved and participate in all pertinent PD

Collaborate 1 x week with team (grade level team)

-Follow agenda

-Keep minutes and submit  
 Participate in team  
 Assess students regularly and in a timely manner  
 Use assessment to drive instruction  
 Seek help as needed (from Principal and Colleagues)  
 Develop and be involved in ICDP  
 Implement SBR strategies  
 Monitor/review SMART goals (goals established based upon annual improvement goal) using  
 classroom and formative data  
 Complete implementation logs of strategies  
 Submit implementation logs (individual teachers)  
 Understand criteria on walk through forms that principal will use

#### **What are the responsibilities of the Principal?**

Be in classroom 4 x a year to observe strategy (non-evaluative) and provide checklists to the  
 Leadership Team for tabulation.  
 Do walk-through in each classroom 2 x a month  
 Provide feedback specific to what is seen during walk-through  
 Instruct students using suggested strategies so staff sees investment of strategy (1 x year in  
 each classroom)  
 Provide assistance to staff requesting help or needing help  
 Meet with teachers 2-3 x a year to discuss status/progress of ICDP  
 Be part of BLT  
 Sit in on collaboration meetings (each team 1 x month)

#### **What are the responsibilities of the Curriculum Director?**

Be in classroom 2 x year to observe strategy (non-evaluative)  
 Do walk through of each classroom 2 x year  
 Provide feedback specific to what is seen during walk-throughs  
 Provide assistance to staff requesting help or needing help  
 Be part of BLT as able  
 Sit in on collaboration meetings at least 2 x year per team

#### **What are the responsibilities of Heartland support people?**

Provide assistance compiling and interpreting data  
 Assist team in finding appropriate SBR strategies  
 Observe students in classroom when requested  
 Observe strategies being taught in classroom  
 At least one Heartland support person attend DLT each month  
 Suggest resources for PD

#### **Collaborative Teams at Woodward-Granger Elementary School**

- Teams were formed by grade levels.
- Special Education teachers and Title I teacher will meet with the grade level team once a week, rotating a grade each week. Associate coverage will be arranged in advance by the teachers needing this.
- Physical education/ELP (TAG) teacher will rotate collaboration time with grade levels 3, 4, and 5.
- Music and Art teachers will collaborate weekly with each other.
- Teams meet weekly for the first three weeks of each month. Collaboration times will be scheduled on a specific day of the week, with adherence to this day, unless an emergency situation arises.
- The fourth week of the month is to be used by the teacher for observation and feedback with a colleague as he/she uses the strategy in the classroom.

**Theory and Demonstration-** Will occur as reading strategies are discussed during professional development early dismissals

**Observation, Coaching, and Feedback (with reflection)-** Will occur during the teacher's planning time or time when teacher obtains classroom coverage. The fourth week of every month will be set aside as the week for observation. This takes the place of the collaboration meeting for that week.

**Observations of colleagues practicing/implementing the strategies:**

Number of times during school year- 6  
 3 times the teacher is the observer- 3 times the teacher is observed  
 Minimum amount of time for observation is 20 minutes  
 Observation is followed up with coaching/feedback (and form completed)  
 Follow up coaching/feedback session is also minimum of 20 minutes

**Formative Data Collection and Analysis/ for Woodward-Granger Elementary School**

**Student Data**

DIBELS	Grades K-2	
Gates-McGinitie	Grade 1- BR in fall and winter, level 1 in	spring. Grade 2,
	level 2 in fall, winter, spring.	
CRT- fall/spring	Grades 2-5	
Fluency (DIBELS)	Grades 3, 4, 5	
Follow the Leader	Grades 3, 4, 5	

**Implementation Data**

Frequency and fidelity data will be combined to rate each teacher high, medium or low with respect to their implementation plan. These ratings will be used by collaborative teams to compare implementation with student progress on formative measures and by the Leadership Team when determining the effects of the program.

**Summative Data Collection and Analysis/ for Woodward-Granger Elementary School**

- All students will take the ITBS in April.